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ABSTRACT

This paper, prepared by the Division of Teacher Education Evaluation Team at Indiana University, presents a set of proposed student competencies and ways to assess them. It also contains the guidelines developed by the evaluation team to help teacher education projects and programs in developing competencies and measurement procedures, as well as the proposed competencies and measurement procedures that were subsequently developed. (Author)

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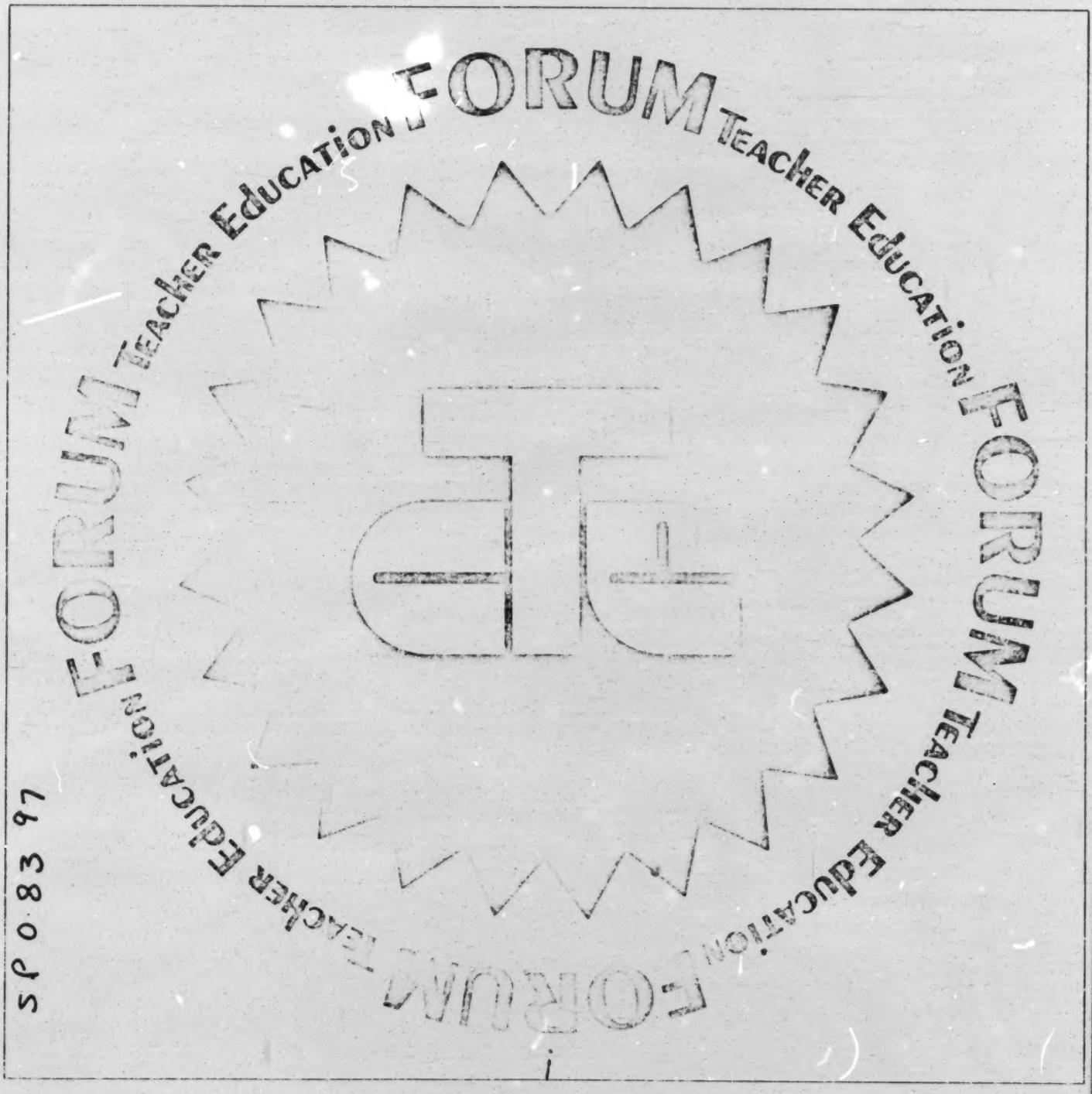

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The *Forum Series* is basically a collection of papers dealing with all phases of teacher education including inservice training and graduate study. It is intended to be a catalyst for idea exchange and interaction among those interested in all areas of teacher education. The reading audience includes teachers, school administrators, governmental and community administrators of educational agencies, graduate students and professors. The *Forum Series* represents a wide variety of content: position papers, research or evaluation reports, compendia, state-of-the-art analyses, reactions/critiques of published materials, case studies, bibliographies, conference or convention presentations, guidelines, innovative course/program descriptions, and scenarios are welcome. Manuscripts usually average ten to thirty double-spaced typewritten pages; two copies are required. Bibliographical procedures may follow any accepted style; however, all footnotes should be prepared in a consistent fashion. Manuscripts should be submitted to Richard A. Earle, editor. Editorial decisions are made as soon as possible; accepted papers usually appear in print within two to four months.

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GUIDELINES FOR THE STATEMENT AND ASSESSMENT OF STUDENT COMPETENCIES

EVALUATION TEAM

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August, 1973

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Preface

Members of the Evaluation Team met with all project and program directors and evaluators last year to discuss their specific project/program competencies and measurement procedures for these competencies. A competency assessment package was developed (refer to Component Parts of Competency Assessment Package, pp. 3-15) by the Evaluation Team to serve as a guideline for projects and programs to help them determine their specific competencies and methods to measure these competencies. This package included some specific suggestions on how to develop and measure competencies as well as a sample model of one proposed student competency plan that had been developed and submitted by the Journalism Program.

The rest of this paper presents the proposed competencies and measurement procedures for each project and program that was in the Division of Teacher Education last year. There has been no attempt to judge the merits of any of these proposed competency plans, because each project and program has their own objectives which in turn are reflected in their individual competency proposals.

As a final note, many project, program, and professional component directors and evaluators have expressed their interest to the Evaluation Team during this current academic year that they would like to do some serious evaluation in the area of student competencies. Because of this type of interest, the Evaluation Team felt that this compilation would be both a beneficial tool and guide for all faculty and staff in the new Division of Teacher Education interested in student competency assessment. Therefore, a general distribution is being made under the Forum Series to place this document into the hands of all staff and faculty in the Division of Teacher Education.

Terry Bullock
Roger Farr

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REMARKS CONCERNING COMPETENCY ASSESSMENT PROCEDURE

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INTRODUCTION

The movement toward competency-based instruction has thrust rapidly into educational practice in recent years. Performance-based teacher education has been viewed as a vehicle through which: (1) The goals of individualized and personalized instruction may be attained; (2) Generalities might be removed from instructional development; (3) A viable method for evaluation/assessment exists; and (4) The potentiality exists for program modification and improvement.

The United States Office of Education is vitally interested in this model (or modifications thereof) as an instructional possibility. Competency-based instruction is viewed by many educators as one of the most promising systems in an "age of accountability" and possesses the elements to meet the challenge of changing educational communities.

If performance-based instruction is to succeed as an educational alternative, it must be planned and organized as a system with long range goals and objectives. Through close scrutiny, assessment, and continual modification, the competency-based approach can be adapted to the programmatic parameters of a given instructional situation.

Herein, is presented an initial attempt at the development of proposed student competencies by the Division of Teacher Education's programs/projects for the 1972-73 academic year. It is hoped that this endeavor will provide the impetus for future refinement and development and will give adequate reflection of the status attained by the DTE evaluation effort during the 1972-73 academic year.

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COMPONENT PARTS OF COMPETENCY ASSESSMENT PACKAGE

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LEVELS OF CONCERN

LEVEL III: U.S.O.E. would like a set of student competencies from each project/program:

(1) to serve as the basis for exportation and replication (potential use in other undergraduate teacher education programs)

(2) to meet needs for their own accountability purposes

LEVEL II: The Institutional Grant Policy Board and the Division Director's Office would like a set os student competencies for general information and decision-making purposes. The Coordination Associates will make an attempt to disseminate these both internally and externally by way of newly created vehicles.

LEVEL I: A set of student competencies might serve as the basis for:

(1) some type of project/program publication (technical report, journal article, monograph, etc.)

(2) project/program's own dissemination efforts for purposes of student recruitment

(3) a list of expectancies or exit behaviors for students contemplating entrance into a given project/program

GENERAL CONCERNS: A list of student competencies is a brief, but just enough, way of communicating to other educators as to what your project/program is "all about."

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_____ We accepted the competencies the evaluation team has "teased" from our original design submitted during the fall semester of 1972 (as stated in the correspondence of December 12, 1972).

_____ We have made modifications.

_____ We have <u>not</u> made modifications.

_____ We did not accept the competencies the evaluation team "teased" from our original design submitted last fall.

_____ We have used the "guides" developed by the evaluation team.

_____ We have used our own means to accomplish this task.

_____ We did not accept your statement of our project/program's competencies or did not make an attempt at some type of refinement.

Comment(s): _____

_____

_____

_____

_____

NOTE: The evaluation team will not give your set of competencies "a stamp of approval or disapproval." We are <u>not</u> the experts with regard to your project/program's theoretical or operational frameworks. The above options or any others are yours to choose.

Program/Project Director _____

Program/Project Evaluator _____

A POSSIBLE APPROACH FOR LOOKING AT STUDENT COMPETENCIES

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The suggested format for this tool is columnar. The following approach, using four distinct headings, might be helpful. Imagine four columns on a sheet of paper side by side with these four headings:

(1)	(2)	(3)	(4)
Student Competencies (ideas or concepts to be learned and attitudes or skills to be developed)	How do we do it?	What's suppose to happen to students?	How will we know if it did happen to students?

(1) The student-competencies column might contain 5 to 15 ideas, concepts, attitudes or skills that a project/program deems desirable and wishes to promote among its students. These statements might be stated specifically or operationally. It might be best to avoid generalizations or statements of a global nature.

(2) The how-do-we-do-it column is summary of the methods or procedures you might use to ensure student progress or achievement in acquiring or developing your stated "student-competencies." On the basis of certain evidence, either in their experience or because your project/program has caused it to be introduced by way of your general design or strategy, students may behave in a manner which may be explained (presumably) by that which is stated in the "student-competencies" column. These competencies will "present themselves," if you will, as a result of the nature and structuring of your learning experiences.

(3) The what's-suppose-to-happen column is a bit tricky. There are obviously clusters of very specific observable behaviors associated with the development or acquisition of your stated competencies in the first column. Hopefully, while or as a result of interacting in your program/project's environment, the student should become involved in using as well as "possessing" competencies, along with extending his proficiency with the "developing competency" by way of generalizing or extrapolating to areas not specifically experienced during training. It might be paraphrased as the cognitive, psychomotor, motivational, affective, social-interactive, and interpersonal processes the student might personally experience in the environment created by your project/program.

(4) The how-well-I-know column is a list of measurement indicies or "readable barometers." IF a student understands, acquires, develops, etc. that which is stated in the "student-competencies" column, THEN what might you observe him "doing," under condition your project/program specify? Stated another way, if a student "gets the message" from the "what's-suppose-to-happen" column, what might you observe him doing? The list of so-called "Helpful Hints" might be of particular value in completing this column.

NOTE: The most important criterion for effective use of this tool is consistency across the columns.

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Statement of Competencies--Helpful Hints

If a student understands, the student might:
--attend to (particular aspect of a phenomenon)
--assign objects to particular classes
--arrange items in a particular way
--prefer certain alternatives to others
--predict particular consequences
--discriminate among possible alternatives

A. The student who knows might:

identify	attend to
describe	accumulate
gather	count

B. The student who can manipulate might:

measure	use an instrument
select an instrument	demonstrate
compute	balance
read a scale	weigh

C. The student who can apply might:

reorganize	conclude	decide
gather	transform	arrange
estimate	select	re-center
equate	discriminate	play
sort	classify	re-cast
prefer	interrelate	distinguish
experiment	structure	segregate
control	assign	identify
rearrange	define	reject
plan	quantify	utilize
organize	associate	dissociate
compare	order	group

D. The student who is creative might:

hypothesize	organize
generate ideas	formulate a hunch
interrelate	compare
re-center	guess
induce	classify
deduce	reduce
select strategies	invent
speculate	suggest an alternate explanation
gather data	doubt
design experiments	maximize
plan	control variables
structure	utilize data

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predict
forecast
criticize
conclude
transform
arrange
rearrange
propose
estimate
generalize
extrapolate
interpolate
explain

E. The student who can evaluate might:

interrogate
interpret
criticize
average
pool data
look for trends
recognize error
strive for mastery
equate
distinguish
categorize
insist on reproducibility
apply a generalization
interpret
estimate
collate
doubt
verify
transpose
tabulate
graph
chart
plot

F. The student who can communicate might:

express
describe
instruct
demonstrate
tabulate
use references
debate
write
report
compare
formulate
teach
inform
explain
question

ACTION VERBS*

Action Verbs That Are Primarily Cognitive

identifies
constructs
demonstrates
dissects
reproduces
contrasts
compares
eliminates
sketches
matches
experiments
designs
explores
surveys
inserts
solves
interrogates
photographs
ranks
paraphrases
publishes
recalls
discusses
relates
plans
quotes
suggests
draws
assembles
reports
recites
compiles
graphs
builds
instructs
measures
completes
assists
answers
mentions
requests
calculates
outlines
operates
instigates
writes
tabulates
locates
uses
classifies
translates
describes
enumerates
records

Action Verbs With Particular Value For The Affective Domain

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selects	challenges	persists
chooses	attempts	asks
participates	seeks	joins
gathers (information)	specifies	designs
organizes	offers	suggests
visits	proposes	supports
argues (a position)	rejects	recommends
objects (to an idea)	accepts	shares
adopts	consults	disputes
submits	questions	subscribes
perseveres	queries	promotes
praises	weights (judges)	spends
defends	criticizes	annotates
obeys	evaluates	advocates
keeps (preserves)	tests	volunteers
investigates	delays (response)	sleeps
attempts	qualifies	yawns

*Eiss, Albert F., Evaluation of Instructional Systems, New York: Gordon and Breach, Science Publishers, 1970.

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PROPOSED

STUDENT COMPETENCIES

The attached might serve as a model for the task at hand. It is an alternative to the guidelines and suggestions of the evaluation team.

SAMPLE

JOURNALISM PROGRAM

Program Coordinator: Ed Jenkinson

Program Evaluator: Linda Gregory

The attached has been reproduced with permission from the Journalism Program.

Proposed Competencies for Students in the Journalism Program

Student Competencies (The student . . .)	Implementation (The instructor . .)	Student Behaviors (The student . . .)	Evaluation Methods (The instructor . .)
(1) Develops and evaluates his own and his pupils' communication skills — speaking and listening, reading and writing, and thinking — both critically and creatively.	Provides opportunities for student to practice communication skills in and out of the college classroom; Provides examples of communication efforts of pupils for student to evaluate.	Masters communication skills and/or improves existing skill levels; Evaluates skills and performances of pupils.	Observes student's application of skills in college and public school settings; Analyzes student evaluation of pupils' communication skills.
(2) Organizes a nine-week instructional unit in journalism phase-electives. The unit should include objectives, content to be covered, activities, instructional materials and equipment, and evaluation methods. These items may be prepared for the unit or described in detail.	Presents examples of previous units for student to evaluate and analyze; Provides resource materials for student to use in preparing unit; Presents samples of phase-elective descriptions for student to critique.	Critiques, analyzes, and evaluates existing units prepared by former students or classroom teachers; Plans, organizes, and prepares his own unit.	Judges unit on its completeness, appropriateness, applicability, and creativity.
(3) Plans and prepares a portfolio of daily lesson plans.	Demonstrates the desirability of having lesson plans of some sort; Presents sample lesson plans for analysis by student.	Prepares daily lesson plans for his own teaching situation to fit his own style; Discovers how to implement segments of his nine-week unit.	Judges the prepared portfolio on the criteria of (2) above.
(4) Writes objectives in behavioral or performance terms for specific learning tasks in journalism.	Presents examples of objectives in behavioral and non-behavioral terms; Provides practice in writing objectives for a variety of tasks; Discusses value or worthwhileness of objectives; Provides practice in ordering or sequencing objectives.	Discovers value of objectives in performance terms; Prepares objectives for specific learning tasks.	Judges the degree of specificity present in the objectives and the logical sequence and ordering.

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(5) Discovers and employs a variety of evaluation techniques of pupil performance in specific learning tasks.	Presents, discusses, analyzes, and values evaluation techniques.	Discovers what techniques are available to him and the advantages and disadvantages of each; Employs appropriate techniques in his teaching.	Observes and analyzes techniques employed for their appropriateness to the specific learning task and the pupils involved.
(6) Compares and contrasts journalism offerings in high schools.	Provides descriptions of curriculum guides or phase-elective programs in high school; Guides discussion and evaluation of the offerings.	Analyzes and values existing programs in journalism with the purpose of establishing standards for such programs.	Critiques student's ability to discover strengths and weaknesses in a journalism program.
(7) Acquires and establishes a collection or source file of notes, visual aids, resources, references, suppliers, etc. for future use.	Provides student with names and addresses of suppliers and resources; Discusses value of collection or file; Presents examples of collections or files.	Begins to organize and develop his own library of materials and resources.	Observes student's ability to discover sources and his method of organizing the file or collection.
(8) Develops and acquires a variety of teaching styles and strategies.	Demonstrates teaching styles and strategies; Discusses appropriateness of various strategies in assorted situations.	Observes and analyzes a variety of teaching styles and strategies; Practices implementing a variety of strategies; Discovers his own strengths and weaknesses as he explores various teaching styles and strategies.	Observes student as he practices styles and strategies in micro-teaching and student teaching settings.
(9) Conducts and participates in large and small group presentations.	Demonstrates and utilizes large and small group activities.	Leads large and small group activities; Discovers the value of large and small group activities and their appropriateness with different pupil groups and objectives.	Observes and critiques student's participation in large and small group presentation and student's practice at leading both.

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(10) Supervises pupils in producing a newspaper, yearbook, literary magazine, and/or news bureau release.	Presents for discussion the problems and responsibilities of the publications adviser.	Works with pupils in various activities in producing high school publications.	Observes student's ability to supervise publications pupils and his ability to deal with problems which arise.
(11) Recognizes some of the legal aspects and responsibilities of his role as a teacher.	Discusses and presents situations involving the legal responsibilities of the teacher and publications adviser.	Discovers the legal responsibilities of his position; Discovers how to protect himself from law suits resulting from the exercise of his duties.	Observes student's ability to analyze a potential legal problem and make appropriate decisions.
(12) Acquires a professional attitude toward teaching and relationships with pupils and school personnel.	Presents situations for student to explore in terms of pupil/teacher or teacher/administrator relationships.	Recognizes his and others' attitudes toward teaching and pupils.	Observes student's formal and informal comments about teaching and his dealings with pupils and school personnel.
(13) Analyzes his personal strengths and weaknesses which will affect his professional behavior.	Provides discussion or simulated classroom situations which allow student to analyze his ability to teach; Provides individual counseling for student.	Discovers if he really wants to be a teacher; Identifies strengths and weaknesses.	Infers from student's verbal and nonverbal behaviors whether student has recognized his strengths and weaknesses.
(14) Analyzes his values which will affect his professional behavior.	Provides opportunities for student to state and review his values or to reshape them.	Discovers if his values are suited to teaching at the secondary level in the public schools.	Infers from student's verbal and nonverbal behaviors whether student's values will help or hinder his success as a teacher.

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CHECKLIST

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_____ Consider a small, but deemed important, group of specific behaviors students might acquire or develop while interacting in your program.

_____ State these ideas/concepts, attitudes, and skills in as specific/operational/observable terms as possible in column one.

_____ Avoid the use of global or general terms such as "understands," "appreciates," "develops" etc.

_____ List the methods, procedures, activities, experiences etc. your project/program will use to insure student acquisition or development of the competency stated in column one. Multiple approaches might be used for each competency; or a given experience may be utilized for the development of several of your listed competencies.

_____ State the specific behaviors a student might exhibit as he/she acquires or develops the competency. This is perhaps the most difficult phase of the task as this behavioral cluster usually represents a set of criterion measures for assessing student progress. This criterion set might include behaviors that are cognitive (knowing something), affective (exhibiting feeling about something), psychomotor (doing something), motivational (doing something extra), etc.

_____ Specify in column 4 the measurement techniques utilized to assess the degree of competency-proficiency the student has acquired or developed during his/her experience in your project/program. Examples might be scales, questionnaires, written examinations, behavior checklists, term papers, reports, written assignments, etc. In many instances, as a student progresses through a set of experiences, the need usually arises where the student interacts on an individual basis with the faculty member(s) responsible for the implementation of the program. These sessions usually provide an opportunity for mutual assessment of cognitive and affective development.

_____ Submit to the evaluation team that which you have listed in columns one and four. If you so desire, the evaluation team would be happy to review your entire package.

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HELP! WE NEED FEEDBACK

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Your meeting with members of the evaluation team concerning the development of student competencies and means for assessing their presence was observed/perceived as:

1.	Inappropriate	1	2	3	4	5	Very appropriate
2.	Poorly organized	1	2	3	4	5	Well organized
3.	No help at all	1	2	3	4	5	Very helpful
4.	Generally poor	1	2	3	4	5	Generally excellent

In general, how effectively did the evaluation team members relate the objectives of the task(s) of stating competencies and means for assessing their presence:

5.	Objectives very poorly related	1	2	3	4	5	Objectives superbly related

In general, how effectively did your interactions with evaluation team members contribute to your completing the task:

6.	Interactions were ill-chosen and neffective	1	2	3	4	5	Interactions contributed very effectively

The general atmosphere (social-emotional climate) during the meeting with evaluation team members was felt to be:

7.	Cold	1	2	3	4	5	Warm
8.	Tense	1	2	3	4	5	Relaxed
9.	Closed	1	2	3	4	5	Open
10.	Unemotional	1	2	3	4	5	Emotional
11.	Suspicious	1	2	3	4	5	Trusting
12.	Pessimistic	1	2	3	4	5	Optimistic
13.	Cooperative	1	2	3	4	5	Competitive
14.	Dissatisfying	1	2	3	4	5	Satisfying

COMMENTS (optional): _____

_____

_____

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PROJECTS/PROGRAMS

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ALTERNATIVE SCHOOLS PROGRAM

evaluated by

Floyd Coppedge

ALTERNATIVE SCHOOLS

Program Objectives	Competencies (Roles for Which Personnel Are Being Prepared)	How Measured
1. To prepare personnel for various roles in Alternative Public Schools through: a. Pre-service Experiences b. Field Experiences c. In-service Experiences	1. Teachers for conventional roles in Alternative Public Schools.	1. Employment of graduates
2. To provide for teacher conversion -- To help conventional teachers change their teaching style and programs to be consistent with alternative schools.	2. Teachers for new roles in Alternative Public Schools. a. Open Classroom Teacher b. Learning Facilitator c. Curriculum Developer d. Teacher-Advisor	2. Employer Satisfaction 3. Job Satisfaction 4. Student Evaluation 5. Judgement by Project Staff
3. To encourage the development of options in public schools.	3. Personnel for Leadership Roles in Alternative Schools. a. School Organizer b. School-Community Liaison	6. External Evaluation -- evaluation by personnel in sites where interns are placed.

NOTE: Additional Information Available in: 1) Level II (Instrument 2) Report of November 14, 1972, and 2) Project Evaluation Design, Revised May, 1973.

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AMERICAN INDIAN PROJECT

evaluated by

Gary Anderson

PROPOSED COMPETENCIES FOR STUDENTS IN THE AMERICAN INDIAN PROJECT

Student Competencies (The student.....)	Implementation (The Supervising Teacher or Instructor)	Student Behaviors (The student.....)	Evaluation Methods (The Supervising Teacher or Instructor.....)
(1)			
Plans and prepares a daily lesson plan applicable to the Indian Student	Pre-plans with the student teacher: Confers in relation to results.	Demonstrates an understanding of the objectives of the daily and continuing plans and their relationship to overall content.	Observation and discussion of the goals and objectives: related learning concepts.
(2)			
Develops and demonstrates a variety of teaching techniques unique to the setting.	Demonstrates teaching styles and strategies: Discuss varying techniques in different settings and with varying grade levels or subject matter areas.	Self-evaluates in relation to his own teaching styles; which were most effective or least effective in varying situations.	Observes and confers with the student teacher in relation to student reaction and understanding.
(3)			
Exhibits the ability to "survive" a sixteen (16) week student experience in an isolated setting.	Discusses techniques of "self-entertainment" and meaningful leisure time activities.	Maintains a balance professionally and socially with both staff and students during the experience. (Also adults when these types of contacts are available)	Completes the sixteen (16) week experience. Exhibits composure and activity during the period.

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(4)			
Analyzes his/her values and needs which will affect his/her professional and personal behavior	Provides opportunities for the student teacher to analyze and reshape, if necessary, his/her behavior patterns.	Determines if his/her values are consistent with the values of the Boarding School concept, and, particularly, the Bureau of Indian Affairs Concept.	Through verbal and non-verbal inference, determine if the student teacher is in accord with the setting.
(5)			
Exhibits an ability to live within the cultural setting in close proximity to the students and adults.	Provides housing and necessary co-curricular assignments which will be conducive to interaction outside of classroom settings.	Works with students in social and school-coordinated activities in various settings in addition to the "normal" classroom setting.	Observe and discuss "out-of-school" relationships with students.
(6)			
Exhibits the ability, in general, to relate to students of an extremely different culture in a classroom setting. (These students will all use English as a second language)	Provide a variety of classroom settings in which the student teacher may interact with Indian students.	Discovers his/her attitude in relation to working with and teaching a minority group in a Boarding School atmosphere	Observes and discusses interaction in relation to the understanding and interest of the students involved.
(7)			
Exhibits the ability to ascertain and use effective questioning techniques. (This is listed as a specific competency because of the unique group relationship of Indian students.)	Discuss the variety of questioning techniques acceptable to the Indian culture.	Discover which types of questioning techniques are most effective for him/her.	Observe and discuss the strength and weakness of each technique as perceived.

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ASSOCIATE INSTRUCTOR PROGRAM

evaluated by

Ken Majer

PROJECT COMPETENCIES AS COMPILED FROM PROJECT DESIGNS
AND FILED COMMUNICATIONS AS OF NOVEMBER 15, 1972

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Competencies	How Measured
Associate Instructor	
1) Develop teaching skills through teacher training.	1) Evaluation of communication skills utilized in teaching session by students.
2) Improved classroom effectiveness.	2) Evaluation of competency #1 by supervisor.
3) Confidence in teaching role	
4) Micro teaching	

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COMPETENCY BASED SOCIAL STUDIES PROGRAM

evaluated by

Lee Ehman

PROJECT COMPETENCIES AS COMPILED FROM PROJECT DESIGNS
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Competencies	Competency Based Social Studies	How Measured
1.	Teaching historical and social-science concepts.	1, 2, 3 Performance in preparing for and teaching lessons in the teaching laboratory and school sites is judged by faculty supervisors, peers, and students against criteria, developed in class, for the particular teaching tasks specified for that teaching assignment. Feedback is given to the program student immediately after the teaching session, including videotape replay of selected segments of the lesson, and prescriptions for remedying any problems are developed. In the teaching laboratory the student often reteaches an improved version of the same lesson to a different group of students, using the same criteria and procedures as before.
2.	Teaching for problem solving in social studies problem areas.	
3.	Teaching for improved valuing and analysis of value-laden problems.	
4.	Skill in diagnosis and evaluation in teaching.	4 Written and practical exercises involving individual pupils or classes will be used to judge skills in this area. One idea being developed is to include a short quiz as part of each laboratory teaching exercise; it is administered to the junior high students after instruction as a test of lesson objectives achievement, as well as skill in devising tests.
5.	Skill in describing and interpreting teaching-learning situations.	5 Written and oral class exercises are used to demonstrate student skill in describing and interpreting protocol material depicting various elements of teaching. Also, peer observation and feedback in the teaching laboratory affords a practical application of these skills.
6.	Knowledge of a range of social studies curriculum materials and skill in adopting, adapting, and inventing such materials.	6 Written assignments and planning instruction for the teaching laboratory and in-school student teaching.

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EARLY CHILDHOOD PROGRAM

evaluated by

Mary Lafollette

COMPETENCIES FOR STUDENTS IN EARLY CHILDHOOD TEACHER EDUCATION PROGRAM

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The student will:	The instructor will:
1. be able to record observations of children's behavior (ages 3-8 yrs) in various school settings and diagnose factors relating to the learning situation from the observations.	1. a) analyze students' techniques for recording observational data on children's behavior. b) in seminar discussions judge a student's ability to analyze a child's behavior in a specific learning situation and the possible factors determining it.
2. be able to select appropriate learning goals for young children and use these as a basis for planning daily on-going learning experiences.	2. a) critique student's instructional plans for appropriateness of goals, instructional methods and use of materials in their written instructional plans b) observe and evaluate student's classroom performance
3. be able to identify a wide range of behaviors of young children (ages 3-8 years) and will be able to give several possible recommendations and/or solutions to problems which are evident.	3. will judge student's ability to identify and make adequate recommendations about children's behavior through written reactions to selected films, from student's daily accounts in Log Book, and from written observation reports.
4. be able to recognize the components of a wholesome classroom atmosphere and will be able to contribute ideas and methods to promote a positive learning environment both indoors and outdoors.	4. a) judge an examination paper of the student's ability to describe the characteristics of a wholesome classroom atmosphere b) observe and judge the effectiveness of student's application of skills, methods and techniques in setting up learning environments and guiding and evaluating learning both indoors and outdoors in the field setting.
5. be able to provide instruction related to the child's individual goals and prescribe experiences which develop the child's potential	5. a)observe and rate the student's skills at applying various teaching methods and child development knowledge in individualizin classroom instruction in a field situation. b) review and critique student's plans and evaluations for learning activities as she plans for, implements, and evaluates individualized classroom instruction in the field situation.

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6. be able to apply knowledge from various child development theories in assessing planning and evaluating children's behavior in a learning environment.	6. assess student's skills in applying knowledge of various child development theories in assessing, planning, and evaluating children's behavior through a continuous weekly Log Book and from written observation reports assigned by course instructors.
7. be able to discuss clearly and objectively individual children, the curriculum, school policy, methods of handling behavior with parents, community groups, and other professionals interested in children.	7. observe students in role-playing episodes in real situations and/or viewing and listening to tapes of student interviews with parents and other professionals to judge student's ability to express effectively her views and ideas with supporting facts and accurate knowledge.
8. a) to begin formulating own theory of child development and philosophy of early childhood education b) to be able to write his philosophy of early childhood education.	8. a) listen to student's formal and informal comments about their philosophies and child development theories during conferences and seminar discussions. b) analyze student's written philosophy of early childhood education for clarity and factual information at the end of the early childhood education program.
9. acquire a continually growing file of notes, visual aids, resources, ideas, commercial and hand-made instructional materials for future use in teaching the young child	9. review the student's collection of resource instructional materials, visual aids, references, materials, notes and judge the student's ability to select and organize appropriate materials.
10. be able to effectively evaluate his own instruction in a classroom and recognize his strengths and weaknesses in his professional growth.	10. judge the student's awareness of his strengths and weaknesses and growth as a classroom teacher through personal conferences with the students, written evaluation scales, viewing and discussing with students video tapes of classroom performance.

Marian C. Swayze Program Director

Mary E. LaFollette Program Evaluation

Virginia A. Woodward Early Childhood Edu

Emma L. Butler tion Faculty Member

April 30, 1973

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ENCORE PROGRAM

evaluated by

Vernon Droessler

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FIELD BASED SOCIAL STUDIES PROGRAM

evaluated by

Meryl Englander

PROJECT COMPETENCIES AS COMPILED FROM PROJECT DESIGNS
AND FILED COMMUNICATIONS AS OF NOVEMBER 15, 1972

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Competencies	How Measured
Field Based Studeis in Teacher Ed.	
1) To develop the interest and capacity to work cooperatively as a team member toward the improvement of instruction and curriculum.	1) An intention to measure student progress in indicated, but gratification procedures are not specified.
2) To develop the interest and necessary abilities to engage in and make use of research in the improvement of instruction and curriculum.	
3) To develop the skills and teaching techniques necessary to foster and direct open inquiry and the internalization of the processes therein included on the part of pupils.	
4) To develop communication skills that facilitate the personal growth of self and others.	
5) To develop a broad range of evaluative skills including those for appraising the learning characteristics of individual pupils.	
6) To become well-informed teachers, fully aware of the problems which con front the society and actively involved as change agents in the society.	
7) To become teachers who are committed to a democratic perception of education especially with regard to equalizing educational opportunity, supporting a participatory democracy and a pluralistic society.	
8) To become teachers who can apply the concepts and methodologies of the social sciences to social problems.	
9) To possess a high degree of empathy for others, especially for those who are of different ethnic backgrounds.	

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JOURNALISM PROGRAM

evaluated by

Linda Gregory

Proposed Competencies for Students in the Journalism Program

Student Competencies (The student . . .)	Implementation (The instructor . .)	Student Behaviors (The student . . .)	Evaluation Methods (The instructor . .)
(1) Develops and evaluates his own and his pupils' communication skills -- speaking and listening, reading and writing, and thinking -- both critically and creatively.	Provides opportunities for student to practice communication skills in and out of the college classroom; Provides examples of communication efforts of pupils for student to evaluate.	Masters communication skills and/or improves existing skill levels; Evaluates skills and performances of pupils.	Observes student's application of skills in college and public school settings; Analyzes student's evaluation of pupils' communication skills.
(2) Organizes a nine-week instructional unit in journalism phase-electives. The unit should include objectives, content to be covered, activities, instructional materials and equipment, and evaluation methods. These items may be prepared for the unit or described in detail.	Presents examples of previous units for student to evaluate and analyze; Provides resource materials for student to use in preparing unit; Presents samples of phase-elective descriptions for student to critique.	Critiques, analyzes, and evaluates existing units prepared by former students or classroom teachers; Plans, organizes, and prepares his own unit.	Judges unit on its completeness, appropriateness, applicability, and creativity.
(3) Plans and prepares a portfolio of daily lesson plans.	Demonstrates the desirability of having lesson plans of some sort; Presents sample lesson plans for analysis by student.	Prepares daily lesson plans for his own teaching situation to fit his own style; Discovers how to implement segments of his nine-week unit.	Judges the prepared portfolio on the criteria of (2) above.
(4) Writes objectives in behavioral or performance terms for specific learning tasks in journalism.	Presents examples of objectives in behavioral and non-behavioral terms; Provides practice in writing objectives for a variety of tasks; Discusses value or worthwhileness of objectives; Provides practice in ordering or sequencing objectives.	Discovers value of objectives in performance terms; Prepares objectives for specific learning tasks.	Judges the degree of specificity present in the objectives and the logical sequence and ordering.

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(5) Discovers and employs a variety of evaluation techniques of pupil performance in specific learning tasks.	Presents, discusses, analyzes, and values evaluation techniques.	Discovers what techniques are available to him and the advantages and disadvantages of each; Employs appropriate techniques in his teaching.	Observes and analyzes techniques employed for their appropriateness to the specific learning task and the pupils involved.
(6) Compares and contrasts journalism offerings in high schools.	Provides descriptions of curriculum guides or phase-elective programs in high school; Guides discussion and evaluation of the offerings.	Analyzes and values existing programs in journalism with the purpose of establishing standards for such programs.	Critiques student's ability to discover strengths and weaknesses in a journalism program.
(7) Acquires and establishes a collection or source file of notes, visual aids, resources, references, suppliers, etc. for future use.	Provides student with names and addresses of suppliers and resources; Discusses value of collection or file; Presents examples of collections or files.	Begins to organize and develop his own library of materials and resources.	Observes student's ability to discover sources and his method of organizing the file or collection.
(8) Develops and acquires a variety of teaching styles and strategies.	Demonstrates teaching styles and strategies; Discusses appropriateness of various strategies in assorted situations.	Observes and analyzes a variety of teaching styles and strategies; Practices implementing a variety of strategies; Discovers his own strengths and weaknesses as he explores various teaching styles and strategies.	Observes student as he practices styles and strategies in micro-teaching and student teaching settings.
(9) Conducts and participates in large and small group presentations.	Demonstrates and utilizes large and small group activities.	Leads large and small group activities; Discovers the value of large and small group activities and their appropriateness with different pupil groups and objectives.	Observes and critiques student's participation in large and small group presentation and student's practice at leading both.

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(10) Supervises pupils in producing a newspaper, yearbook, literary magazine, and/or news bureau release.	Presents for discussion the problems and responsibilities of the publications advisor.	Works with pupils in various activities in producing high school publications.	Observes student's ability to supervise publications pupils and his ability to deal with problems which arise.
(11) Recognizes some of the legal aspects and responsibilities of his role as a teacher.	Discusses and presents situations involving the legal responsibilities of the teacher and publications adviser.	Discovers the legal responsibilities of his position; Discovers how to protect himself from law suits resulting from the exercise of his duties.	Observes student's ability to analyze a potential legal problem and make appropriate decisions.
(12) Acquires a professional attitude toward teaching and relationships with pupils and school personnel.	Presents situations for student to explore in terms of pupil/teacher or teacher/administrator relationships.	Recognizes his and others' attitudes toward teaching and pupils.	Observes student's formal and informal comments about teaching and his dealings with pupils and school personnel.
(13) Analyzes his personal strengths and weaknesses which will affect his professional behavior.	Provides discussion or simulated classroom situations which allow student to analyze his ability to teach; Provides individual counseling for student.	Discovers if he really wants to be a teacher; Identifies strengths and weaknesses.	Infers from student's verbal and nonverbal behaviors whether student has recognized his strengths and weaknesses.
(14) Analyzes his values which will affect his professional behavior.	Provides opportunities for student to state and review his values or to reshape them.	Discovers if his values are suited to teaching at the secondary level in the public schools.	Infers from student's verbal and nonverbal behaviors whether student's values will help or hinder his success as a teacher.

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LATINO PROJECT

evaluated by

Jim Mahan

Item #4. Student Competencies Statements and Assessments

Project/Program/Center/Team: Latino Project

Date: February 20, 1973

Anticipated competencies. (Be specific)	Nature of competency development - "evolving" or relatively "firm"?	Hard data supporting the development of competencies (within students and within program) How was it measured?	Time required for students to acquire specific competencies and/or time till program competencies developed.
1. S.T. will be familiar with the services of at least 5 community agencies serving Latino people and will be able to refer interested adults and/or pupils to an appropriate agency.	1. evolving	1. survey used now to document agencies in which S.T.'s work and length of time of the work. Final interview by a community agency director would be good way to measure competency.	1. 16 weeks at minimum Hopefully this competency will be acquired by May 15.
2. S.T. will be able to draw upon Latino history, art, music, literature, social activities etc. when using instructional examples and analogies, when decorating the classroom, etc.	2. evolving--must continue through in-service teaching years.	2. survey items used now to assess this--both teacher rating and S.T. rating. However, interviews with the teacher and with selected students are needed at end of the semester.	2. 16 week minimum (obviously not long enough time but a start can be made.)
3. S.T. will function effectively as an assistant to an adult education instructor charged with teaching English to Spanish speakers.	3. evolving	3. survey data indicating that S.T.'s are investing time in this role. However, interviews with the adult education instructors and the adult students are needed.	3. 16 weeks at minimum

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4. S.T. will be able to understand and use "border Spanish" as necessary and appropriate in contrast to "Castillian Spanish"	4. evolving	4. not being measured now. a survey or interview form for school principal and supervising teacher could get at this.	4. at least 16 weeks
5. High school S.T.'s will be able to describe the curricular components, instructional techniques, pupil populations, and school organization characteristic of an elementary school--especially of a bilingual school.	5. evolving	5. S.T.'s work two hours daily in an elementary school (site agreement). Data on end results could be obtained by survey or interview.	5. 16 weeks--should become quite aware of elementary patterns and trends (in general sense) over a 16-week period.
6. Demonstrated ability to make friends with Latino adults outside of the school setting (cross-cultural interaction of some intensity.)	6. evolving	6. S.T.'s report "who" they interact with and who they feel they know "as a person" Follow-up survey to verify could be employed.	6. 16 weeks is minimal. Students need to do this continually after they obtain employment in a school district.
7. Developed selected teaching skills as listed on supervising teacher report form (and college supervisor form).	7. evolving	7. observations by teacher and by college supervisor plus critique conferences	7. 16 weeks

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PROFESSIONAL YEAR PROGRAM

evaluated by

Jim Clark

STUDENT COMPETANCY	PROGRAM COMPONENT	BEHAVIORS	EVALUATION **
Development of skills in the areas of professional behaviors (9 items), personality (6 items), communication - interaction (9 items), classroom routine (7 items), and structuring the learning environment (14 items) *ATTACHED AS APPEND A-1&2	Assignment to the classrooms - the student teaching experience	Indication that competancies are developing or improving as per opinion of assigned cooperating teachers	PY Progress Feedback Form I Sem. - available II Sem. -incomplete
Development of personal and professional qualifications, instructional effectiveness, management, ability to motivate - five (5) scales	Same as above	Indication that competancies are developing or improving as peropinion of supervisors and methods instructors	Quarterly rating sheets-totals listed for entire year I & II Sem. -available
Twenty - two (22) specific teaching acts as promoted by PY staff *ATTACHED AS APPEND B	Student teaching, methods instruction, supervisory conferences, and other components of the program	Student expressions of confidence and utility regarding acts	Mid-year PY evaluation Results available
Twenty-five (25) specific teaching acts which have been promoted by PY staff *ATTACHED AS APPEND C	Same as above	Student expression of feelings of increased knowledge, confidence, and preparation in the areas concerned	EOY evaluation (AT specific) Results available
Six (6) specific competancies as peclisting of each AT *ATTACHED AS APPEND D	Same as above	Students will indicate 6 specific competancies which they feel have been acquired through participation in the PY program	EOY evaluation (AT specific) Results not yet available
Knowledge of the various community forces and there direct and indirect relation to the school setting	F400 classes and assignments and Indianapolis trips to schools and community	Indication of input of various forces as per comment in discussion and evaluation scales	F400 evaluations Results not yet available

** All evaluation instruments previously forwarded to Evaluation Team with the exception of the EOY packets which are enclosed.

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MULTICULTURAL PROGRAM

evaluated by

Gerald Bracey

Indiana University
Bloomington, Indiana

Division of Teacher Education
Dr. Bud Harty

PROPOSED STUDENT COMPETENCIES

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T421: "Experiment in Multicultural Living"
T422

Science Methods

(Ideas/concepts to be learned and attitudes or skills to be developed)	(How do I do it?)	(What's suppose to happen to students?)	(How will I know if it did happen to students?)
Student Competencies	**Implementation**	**Student Behaviors**	**Evaluation Modes**
(The student...)	(The instructor...)	(The student...)	(The instructor...)
(1)			
develops values, attitudes and skills for analytical investigation and the teaching of science.	provides opportunities for the student to develop and refine desirable values, attitudes and skills by way of daily instructor/student interactions in a social-emotional climate commensurate for such.	identifies and describes the central theme of a given set of observations from a teaching/learning situation. develops a critical approach toward evidence. selects strategies to gather data along useful teaching/learning dimensions. recognizes the influence of changing one variable in a teaching/learning situation. sorts out that which is irrelevant and rearranges the useful aspects of information.	observes student's attitude and skill development in the campus-classroom setting and in the pre-student teaching placement. observes student as he practices styles and strategies in his daily encounters. observes and analyzes techniques employed for their appropriateness to the specific learning task and the pupils involved. observes student's ability to discover sources and his methods of organization.

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formulates fruitful hypotheses from existing data.

selects instruments and quantitative treatments for testing hypotheses.

looks for new trends and gathers new evidence.

reasons logically from established teaching/learning models.

suggests alternative explanations and constructs modified or new models.

observes student as he practices styles and strategies in teaching/learning situations.

observes student's participation in large and small group presentations and student's practice at leading both.

infers from student's verbal and nonverbal behaviors whether he has recognized his strengths and weaknesses, and whether his values will help or hinder his success as a teacher.

observes student's ability to interact with pupils and his ability to deal with problems which arise, and make appropriate decisions.

observes student's formal and informal comments about teaching and his dealings with pupils and professional school personnel.

critiques student's ability to discover strengths and weaknesses.

observes student's application of developed values, attitudes, and skills when interacting in multicultural educational settings.

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(5)			
constructs or prepares a piece of science equipment or audio-visual aid which might be used when student teaching or for use in future teaching (inservice).	encourages student to make or prepare science equipment and material for classroom use when local funds are not available to purchase expensive commercial items.	demonstrates an ability to relate science concepts to the construction of a piece of hardware. describes to his peers how the object was made and the materials needed to make it. explains to his peers why, when and how it is to be used when teaching elementary school science	judges the worth of object on the criteria listed in the third column. infers as to the amount of work involved and the student's attitude during its development/construction
(6)			
writes a "paper" based on his experiences during the pre-student teaching placement in a multicultural setting.	provides an opportunity for the student to express his views in an expository mode. allows for classroom discussion of what a reality-oriented science program might be like. distributes selected dittoed handouts.	identifies the many constraints placed on the teaching of science in multicultural settings. becomes skillfully aware of operational barriers. seeks out more information with regard to the identified constraints. utilizes the gathered information or data as the bases for his paper.	assesses the value of the student's effort based on the criteria implicitly found in the narrative of his paper. interacts with the student by way of two supervisory visits to the field-based sites (these sessions will provide an opportunity for mutual assessment of cognitive and affective development).

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RELATE PROGRAM

evaluated by

Richard Stowe

PROJECT COMPETENCIES AS COMPILED FROM PROJECT DESIGNS AND FILED COMMUNICATIONS AS OF NOVEMBER 15, 1972

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Competencies	How Measured
Relate	
1) Diagnosing Learner Characteristics a) Diagnosing learners 1) Enablers a) learners & instructional objectives b) categories of learner characteristics c) sources of learner data d) classification of learner data e) interpretation of learner data	1. Informal observation 2) Field test 3) Pilot test 4) Student management data system
2) Setting Objectives a) Instructional goals b) Performance objectives c) Task analysis d) Instructional sequencing 1) Enablers a) content 1) children's literature 2) listening 3) speaking (oral communication) 4) reading skills (oral reading) 5) reading skills (general) 6) reading skills (work attack) 7) reading skills (comprehension) 8) writing	
3) Planning learner assessment a) Indicators of achievement b) Instruments for data collection c) Plan for learner management 1) Enablers a) procedures for information collection b) use of instruments	
4) Planning Strategies a) Selection of instructional strategies 1) Enablers a) varieties of instructional strategies b) criteria for instructional strategies	
5) Planning Strategies a) Selection of organizational patterns 1) Enablers a) varieties of organizational patterns b) criteria for organizational patterns	

Relate, cont'd.

6. Planning use of resources
   a) Selection of potential resources
      1) Enablers
         a) varieties of potential recources
         b) criteria for potential resources

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7) Integrating the learning environment
   a) Integration of instruction
   b) Evaluation Plan

8) Implementing
   a) Instruction with a pupil
   b) Instruction with a group
      1) Enablers
         a) plan for implementation
         b) instruction with a peer

9) Evaluating

10) Revising
   a) Instructional changes
   b) Assessment

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SHAWNEE GRADUATE PROGRAM

evaluated by

William Pilder

PROJECT COMPETENCIES AS COMPILED FROM PROJECT DESIGNS
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Competencies	How Measured
Shawnee Graduate	
1) Translating what is learned into affecting children and the community.	1) Staff evaluations 2) Staff records as resource people. 3) Records kept of media use. 4) Record of model and community experience. 5) Records of characteristics of participants: a) Application forms b) Attitudinal Questionnaires c) Themes of participants
2) Skills in doing action research.	
3) Skills in criticism of educational policies.	
4) Skills in assessment of one's value.	

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SHAWNEE UNDERGRADUATE PROGRAM

evaluated by

Thomas Glass

COMPETANCY	PROGRAM COMPONENT	BEHAVIORS	EVALUATION
I. Obtain information concerning community and social agencies and the social order of the urban community	Three week community/social agency work experiences and related seminars (F400)	Via work in an agnecy- A. Contact with city families B. Exposure to problems of and frustrations to city citizens C. Exposure to relationships between agencies, schools, and community D. Discussion and formal training sessions with agency workers	Program Objectives I Sem attached -complete II Sem attached - INC. F400 evaluations (pre and post Incomplete Overall Program Evaluation I Sem - complete & attached II Sem -attached INC.
II. Develop skills in ATs in order to become functional in urban area school systems	Student teaching assignment in inner city schools Formal instruction (S485) On-site conferences	A. Lessons appropriate to students in level, content, and language B. Special considerations for students in compensatory (potential dropout) programs C. Sharing of concerns and ideas with teachers, administrators, supervisors, and fellow students D. Modification of behavior to reflect role of inner city teacher	Program objectives (see above) Overall Program Evaluation (see above) Supervisors - 3 way conference forms -not yet tabulated Instructor and course evaluation (S485) attached
III. Development of a desire of participants to seek employment in an inner city school system	The whole program: Student teaching Community work (F400) S485	Indication of little, or no, hesitancy to seek a position in a city system Actual application for position in Louisville or other city school system	Program objectives (see above) Overall Program Evaluation (see above)

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COMPETANCY	PROGRAM COMPONENT	BEHAVIORS	EVALUATION
I. Obtain information concerning community and social agencies and the social order of the urban community	Three week community/social agency work experiences and related seminars (F400)	Via work in an agnecy- A. Contact with city families B. Exposure to problems of and frustrations to city citizens C. Exposure to relationships between agencies, schools, and community D. Discussion and formal training sessions with agency workers	Program Objectives I Sem attached -complete II Sem attached - INC. F400 evaluations (pre and post) Incomplete Overall Program Evaluation I Sem - complete & attached II Sem -attached INC.
II. Develop skills in ATs in order to become functional in urban area school systems	Student teaching assignment in inner city schools Formal instruction (S485) On-site conferences	A. Lessons appropriate to students in level, content, and language B. Special considerations for students in compensatory (potential dropout) programs C. Sharing of concerns and ideas with teachers, administrators, supervisors, and fellow students D. Modification of behavior to reflect role of inner city teacher	Program objectives (see above) Overall Program Evaluation (see above) Supervisors - 3 way conference forms -not yet tabulated Instructor and course evaluation (S485) attached*
III. Development of a desire of participants to seek employment in an inner city school system	The whole program: Student teaching Community work (F400) S485	Indication of little, or no, hesitancy to seek a position in a city system Actual application for position in Louisville or other city school system	Program objectives (see above) Overall Program Evaluation (see above)

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